DOCUMENT RESUME

ED 381 788 CS 214 798

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TITLE Fostering Multicultural Awareness through Literature.
PUB DATE [95]
NOTE 10p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Class Activities; *Cultural Differences; Elementary Secondary Education; Inservice Teacher Education; *Literature; *Multicultural Education; *Reading Material Selection; Teaching Methods
IDENTIFIERS *Cultural Sensitivity; ERIC

ABSTRACT

Noting that representing other cultures through literature enables teachers and their students to appreciate contributions made by others and lessen anxieties and prejudices toward those who are different, this paper presents annotations of 31 items from the ERIC database on fostering multicultural awareness through literature. Annotations in the paper are organized into five sections--overview, selection of materials, instructional strategies, teacher training, and research. The paper includes annotations of books, journal articles, and conference papers published between 1982 and 1992. (RS)

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Fostering Multicultural Awareness Through Literature

by Jerry Johns and Peggy VanLeirsburg

Representing other cultures through literature enables teachers and their students to appreciate contributions made by others as well as lessen anxieties and prejudices toward those who are different. Multicultural literature portrays cultural likenesses and diversity when selected and evaluated with care. Teacher training, professional development, and effective instructional strategies may be worthwhile tools for bridging the gap between language and culture in the classroom, resulting in greater cultural sensitivity. The references in this Bibliography are organized into five sections: Overview, Selection of Materials, Instructional Strategies, Teacher Training, and Research.

Overview

AN: EJ449794
AU: Anaya, Rudolfo
TI: The Censorship of Neglect.
PY: 1992
JN: *English Journal*; v81 n5 p18-20 Sep 1992
AB: Examines the freedom to teach and learn from the author's point of view as a Mexican-American educator and writer. Asserts that teachers must take charge and implement into the curriculum the many literatures of the United States.

AN: EJ457585
AU: Magliocco, Sabina
TI: Folklore and Language Teaching: Preliminary Remarks and Practical Suggestions.
PY: 1992
JN: *Italica*; v69 n4 p451-65 Win 1992
AB: Suggests that folklore is an ideal tool for bridging the gap between language and culture in the classroom. By using folk and popular materials to illustrate or expand on grammatical points, students' attention can be drawn to broader cultural issues, including values, world view, history, and literature.

AN: EJ449798
AU: Petersen, Judith E.
TI: Golden Discoveries: Literature of the Americas.
PY: 1992
JN: *English Journal*; v81 n5 p39-44 Sep 1992
AB: Describes a U.S. literature course and a comparative literature course that focuses on Asian, African, Canadian, Caribbean, and Latin American literature. Asserts that students need to be aware of the European impact on the U.S. identity, even where it is unpleasant. Discusses the magical realism in the distinct artistic vision of Latin America.

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AN: EJ446716
AU: Etzioni, Amitai
TI: Social Science as a Multicultural Canon.
PY: 1991
JN: *Society*; v29 n1 p14-18 Nov-Dec 1991
AB: Although the current debate over multicultural education largely involves the disciplines of history and literature, the social sciences hold the key to a multicultural society with a common supraculture. The social sciences are willing and more able than the humanities to confront issues central to pluralism within unity.

AN: ED278959
AU: Florez, Viola; Hadaway, Nancy L.
TI: Bridging Linguistic and Cultural Differences through Reading: Multiethnic Literature in the Classroom.
NT: 15 p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (San Antonio, TX. January 30-February 1, 1986).
PY: 1986
AB: The use of multicultural literature in school reading programs can enhance the regular reading program by providing students with an awareness for other cultures, and by making a contribution to overall competence in all areas of language arts and in reading comprehension. When schools use literature that reflects only mainstream majority values, students are exposed to a narrow linguistic, historical, and cultural picture. The ultimate goals for the incorporation of multiethnic literature into reading programs are to help students see similarities as well as differences between cultures, to appreciate the contributions of all people, and to lessen the anxieties and prejudices toward those who are different. Appendices include instructional strategies for multiethnic literature, examples of vocabulary webs, and a bibliography of ethnic literature.

Selection of Materials

AN: ED352225
TI: Divserse Voices: Selecting Equitable Resources for Indian and Metis Education.
PY: 1992
AB: These guidelines were developed for evaluating school resource materials to determine whether they are fair and equitable to the indigenous peoples of Saskatchewan. The guidelines consist of 68 specific questions emphasizing the importance of cultural diversity, cultural identity, and cultural interaction. The questions can be used exclusively by evaluators, including teachers, or in cooperation with elementary and secondary students.

AN: EJ450537
AU: Dowd, Frances Smardo
TI: Evaluating Children's Books Portraying Native American and Asian Cultures.
PY: 1992

JN: *Childhood Education*; v68 n4 p219-24 Sum 1992
AB: Examines children's multicultural literature, particularly books depicting Asian and Native Americans. Discusses publishing status, educational values, methods of sharing multicultural titles with young children, and specific strategies to avoid. Provides evaluative criteria to consider in selecting materials. Includes an annotated list of recommended titles for toddlers through third graders.

AN: EJ441783
AU: Kruse, Ginny Moore
TI: No Single Season: Multicultural Literature for All Children.
PY: 1992
JN: *Wilson Library Bulletin*; v66 n6 p30-33, 122 Feb 1992
AB: Discusses the selection and evaluation of children's multicultural literature and gives examples of three types of books: (1) inclusive books that show racial and cultural diversity; (2) multicultural content books that are not written by authors from the racial/ethnic group featured; and (3) multicultural content books by authors who are from the group portrayed.

AN: EJ452692
AU: Pang, Valerie Ooka; and others
TI: Beyond Chopsticks and Dragons: Selecting Asian-American Literature for Children.
PY: 1992
JN: *The Reading Teacher*; v46 n3 p216-24 Nov 1992
AB: Offers guidelines for book selection that reflect an awareness of cultural diversity. Discusses 19 books with accurate and sensitive depictions of Asian Americans.

AN: EJ452778
AU: Walker-Dalhouse, Doris
TI: Fostering Multi-Cultural Awareness: Books for Young Children.
PY: 1992
JN: *Reading Horizons*; v33 n1 p47-54 1992
AB: Urges the use of multicultural literature in the curriculum to teach young children cultural awareness. Presents descriptions of 16 recommended children's books about African Americans.

AN: EJ449399
AU: Winfield, Evelyn T.
TI: Children's Books in Review. Books That Give Cultural Insights.
PY: 1992
JN: *PTA Today*; v17 n7 p18-19 May 1992
AB: Presents a selection of children's books that feature a variety of topics and literary representations with insight into other cultures. The books focus on foods, historical events, reliance on the environment, folktales, family experiences, community heritage, words and phrases, and linguistic eccentricities.

AN: ED346869
AU: Kruse, Ginny Moore; Horning, Kathleen T.
TI: *Multicultural Literature for Children and Young Adults*. A Selected Listing of Books 1980-1990 by and about People of Color. Third Edition. Bulletin No 1923.
PY: 1991
AB: Selected children's and young adult books with multicultural themes and topics which were published in the United States and Canada between 1980 and 1990 are represented in this annotated bibliography. The term multicultural is used to refer to people of color, including African-Americans, American Indians, Asian-Americans, and Hispanic-Americans. An introduction provides a brief overview of the history of multicultural publishing in the United States, with references to earlier books that still have relevance to today's children. Each listing includes complete bibliographic information, an annotation, and the recommended age group. Additional information provided in the appendices includes the predominant ethnic/racial background of individual authors and illustrators represented in the bibliography.
AV: Publication Sales, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.

AN: EJ444731
AU: Williams, Helen E., Comp.
TI: Multicultural Books in Schools: Collection Development Aids.
PY: 1991
JN: *School Library Media Annual* (SLMA); v9 p42-48 1991
AB: Presents an annotated bibliography of 16 bibliographic sources and journals to help school library media specialists identify multicultural books and materials for their collections. The ethnic and cultural diversity of public schools' student populations is described, and benefits of multicultural literature are discussed.

AN: EJ408411
AU: Cox, Susan; Galda, Lee
TI: Multicultural Literature: Mirrors and Windows on a Global Community (Children's Books).
PY: 1990
JN: *The Reading Teacher*; v43 n8 p582-89 Apr 1990
AB: Reviews 49 new multicultural picture storybooks, folktale collections, and novels, drawing together both contemporary and traditional stories from peoples of color around the world.

Instructional Strategies

AN: ED352212
AU: Des Chenes, Kathryn; Bhavnagri, Navaz P.
TI: Japan through Folktales and Activities: A Unit for Kindergarten.
PY: 1992
AB: This report describes an intervention to improve American kindergarten children's understanding of Japanese culture. The intervention consisted of a curriculum unit

presented in a kindergarten class of 14 American and 7 Japanese children in Brookline, Massachusetts. The curriculum was presented in 26 lessons over a 3-month period. As a result of the intervention, American children's responses that indicated a knowledge of Japanese culture rose from a total of 19 in preintervention interviews to 399 in postintervention interviews. A 28-item reference list is provided. Appendices include an annotated bibliography of folktales, nonfiction books, films, and videocassettes; detailed lesson plans for the 26 lessons in the curriculum; sample pre- and post-intervention interviews; and tables of data derived from the interviews.

AN: EJ442373
AU: Lee, Carol D.
TI: Literacy, Cultural Diversity, and Instruction.
PY: 1992
JN: *Education and Urban Society*; v24 n2 p279-91 Feb 1992
AB: Scaffolding is a conceptual framework through which educators rethink the in-school learning experience. The following three models of culturally sensitive scaffolding offer important lessons for literacy education: (1) signifying and interpreting "speakerly texts"; (2) talk story, turn taking, and classroom discussion; and (3) community funds of knowledge and practice of literacy.

AN: EJ455607
AU: Palmer, Jesse; and others
TI: Using Children's Literature to Teach Ethnic Sensitivity.
PY: 1992
JN: *Reading Improvement*; v29 n4 p231-35 Win 1992
AB: Advocates using children's literature in the social studies curriculum to teach sensitivity to cultural differences and skills to cope with them. Offers a basic strategy for teaching ethnic sensitivity and discusses activities for three novels.

AN: EJ435594
AU: Blair, Linda
TI: Developing Student Voices with Multicultural Literature.
PY: 1991
JN: *English Journal*; v80 n8 p24-28 Dec 1991
AB: Asserts that reading and writing autobiographies can help both native and language-minority students to develop a fluent narrative voice and to become better writers. Describes a unit called "Voices in American Literature," in which the students read and write autobiographies, keep reading logs, and share their ideas in group discussion.

AN: ED334580
AU: Mehta, Lila
TI: Multicultural Folktales: A Golden Mine of Literature.
PY: 1991
NT: 77 p.; Paper presented at the Annual Convention of the Council for Exceptional Children (69th, Atlanta, GA. April 1-5, 1991).

AB: This paper asserts that multicultural literature must not be set aside as "other" literature, or worse, be dismissed as second class literature. The paper argues the intrinsic value of multicultural literature and outlines class and individual activities that show the vast possibilities of stories from around the world. The following materials are included: overheads, stories and ideas for using writing, teacher directed activities, art, dress-up ideas, thinking activities, and music for Cinderella stories from various countries and traditions.

AN: EJ413064
AU: Norton, Donna E.
TI: Teaching Multicultural Literature in the Reading Curriculum.
PY: 1990
JN: *The Reading Teacher*; v44 n1 p28-40 Sep 1990
AB: Describes a five-step sequence for the study of multicultural literature. Presents a detailed example of how the sequence can be used to study literature dealing with Native American cultural groups. Concludes with descriptions of how the sequence can be used and adapted with literature dealing with Black and Hispanic cultural groups.

AN: ED326880
AU: Schullstrom, Faith Z., Comp.
TI: Expanding the Canon: Bridges to Understanding, Articles from "English Journal," 1987-89.
PY: 1990
AB: This book is a collection of articles originally printed in *English Journal*, the secondary section membership journal of the National Council of Teachers of English. The articles selected for the book tap a rich vein of multicultural literature, including works by African Americans, Native Americans, women, and authors from outside North America and Europe. The selections span many genres, including young adult novels, popular fiction, science fiction, and classical fiction. Each article presents practical suggestions for incorporating these works into the secondary classroom, thus broadening the cultural perspective of students and teachers alike.

AN: EJ 298292
AU: Chan, Ivy
TI: The Use of Folktales in the Development of Multicultural Literature for Children.
PY: 1984
JN: *TESL Talk*; v15 n1-2 p19-28 Win-Spr 1984
AB: Discusses the rationale for the development of multicultural literature, for children via stories that portray people from different ethnic backgrounds, or stories that are derived from other cultures. Presents some of this new literature, emphasizing its strengths and weaknesses, and suggests ways to ensure authenticity, particularly in the use of folktales.

AN: EJ274212
AU: Pretty, Ron

TI: Suggestions for Teaching Literature in the Multicultural Classroom.
PY: 1982
JN: *English in Australia*; n60 p58-59 Jun 1982
AB: Considers various approaches to teaching multicultural literature in the classroom and lists several books with multicultural perspectives.

Teacher Training

AN: EJ442370
AU: Barrera, Rosalinda B.
TI: The Cultural Gap in Literature-Based Literacy Instruction.
PY: 1992
JN: *Education and Urban Society*; v24 n2 p227-43 Feb 1992
AB: Literature-based children's literacy programs usually lack cultural foundation on the part of teachers providing the instruction. A framework for a cultural base for educators addresses this cultural gap. Professional development activities are presented that reflect the theoretical framework and increase cultural sensitivity.

AN: EJ442404
AU: Bullard, Sara
TI: Shifting Sands: Teachers Seek Common Ground in Miami's Unpredictable Ethnic Climate.
PY: 1992
JN: *Teaching Tolerance*; v1 n1 p38-45 Spr 1992
AB: The Inhabiting Other Lives program is an intensive effort to acquaint public high school teachers in Miami (Florida) with the literature and arts of different cultures. It is hoped that these teachers will give their students an appreciation of cultural differences.

AN: EJ449411
AU: Merryfield, Merry M; Harris, Jay
TI: Getting Started in Global Education: Essential Literature, Essential Linkages for Teacher Educators.
PY: 1992
JN: *School of Education Review*; v4 p56-66 Spr 1992
AB: Offers four lessons for teacher educators, drawing from literature on the global education movement and exploring linkages critical for effective programs. The article discusses conceptualization of global education; controversy; and national, international, and local contexts.

AN: ED352649
AU: Trimmer, Joseph, Ed.; Warnock, Tilly, Ed.
TI: *Understanding Others: Cultural and Cross-Cultural Studies and the Teaching of Literature*.
PY: 1992
AB: This book of essays offers perspectives for college teachers facing the perplexities of

today's focus on cultural issues in literature programs. The book presents ideas from 19 scholars and teachers relating to theories of culture-oriented criticism and teaching, contexts for these activities, and specific, culture-focused texts significant for college courses.

AV: National Council of Teachers of English, 1111 W. Kenyon Rd., Urbana, IL 61801-1096.

AN: EJ393101
AU: Downey, Joan; Stern, Ann Swanson
TI: Staff Development: An Approach to Curriculum Reform in Cambridge, Massachusetts.
PY: 1989
JN: *Equity and Choice*; v5 n3 p25-31 May 1989
AB: Describes a staff development program used by the Cambridge (Massachusetts) elementary schools in conjunction with the implementation of multicultural curriculum components. Includes a lesson plan in which staff developers model multicultural literature and cooperative learning strategies.

Research

AN: ED348644
AU: Buttram, Joan L.; and others
TI: Evaluation of Heartwood Program.
PY: 1992
AB: This study examined and assessed teachers' and students' use of and reactions to the Heartwood Program, a multicultural, literature-based curriculum designed to promote elementary students' ethical understanding of courage, loyalty, justice, respect, hope, honesty, and love. Results indicated that: (1) almost all teachers emphasized the importance and need for this type of program in their schools; (2) the program was teacher-friendly; (3) program materials should be reviewed to strengthen the sequencing of stories and activities, the coverage and portrayal of some minority cultures, and the level of difficulty of story lines for primary grade students; and (4) the appropriate placement of the program in a school's instructional program needs additional thought.

AN: EJ448086
AU: Grice, Mary Oldham; Vaughn, Courtney
TI: Third Graders Respond to Literature for and about Afro-Americans.
PY: 1992
JN: *Urban Review*; v24 n2 p149-64 Jun 1992
AB: An interview-based study with 13 African-American and white third graders finds that developmental age, prior experience, and academic background provide the context for comprehending, identifying with, and generally enjoying 24 culturally conscious children's literary works. Both race and class are important identifying social influences.

AN: ED336742

AU: Martin, Kimberly Bartels

TI: A Descriptive View of the Portrayal of Jewish and Christian Lifestyles in Award-Winning Children's Books from 1960 to 1990 Using Content Analysis.

PY: 1990

AB: Uses content analysis to examine the extent to which Jewish and Christian lifestyles were portrayed in 62 children's books of accepted literary worth. For each year from 1960 to 1990, the Newbery Award-winning book and one Newbery honor book were examined. A content analysis of 13 action categories found that the 5 most common actions were: (1) compassionate/charitable deeds; (2) telling others about God; (3) prayer; (4) worship attendance; and (5) reading the Bible. No significant change in the frequency of the 13 actions was found over time. Concludes that portrayal of the cultures of committed Christians and Jews has not been common of the Newbery books since at least 1960.